

Fearnville Primary School

Fearnville Drive, Off Sticker Lane, Bradford, West Yorkshire BD4 8DX

Inspection dates

3–4 February 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils have not made good progress in English, mathematics and a range of subjects across Key Stages 1 and 2.
- The quality of teaching and learning is variable and not consistently good. Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard, especially in writing.
- Typically, work set does not challenge pupils well enough to do better than they should, especially the most-able pupils.
- Children in early years have not made enough progress, over time, to catch up quickly from their below-average starting points.
- Personal development, behaviour and welfare requires improvement as the proportion of pupils who are regularly absent from school is above average. Too many pupils are late for school.
- Subject leaders are not checking the quality of work thoroughly to make sure it is of a consistently good standard.
- Actions taken by leaders, managers and governors have not yet ensured that pupils' outcomes and the quality of teaching are good across the school.

The school has the following strengths

- The executive headteacher and governors are ambitious for pupils. Their work has strengthened the school's capacity for improvement.
- Pupils say that they enjoy school and are safe in school. The most vulnerable pupils are particularly well looked after as there are very effective safeguarding procedures.
- Recent staffing changes in early years have strengthened the quality of teaching. Currently, teaching is good and children are making better progress than in the past.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good across Years 1 to 6 to make sure pupils make good progress, especially in English and mathematics, by:
 - raising expectations of what pupils can achieve, especially in the quality of writing and handwriting
 - ensuring that work set challenges pupils of all abilities, especially the most able in their reading
 - swiftly assessing pupils' work to identify those pupils who need greater support or greater challenge
 - ensuring that planned activities engage pupils more effectively to improve their attitudes to learning
 - increasing opportunities for pupils to apply their mathematical skills across a wide range of subjects.
- Increase the impact of leadership in the early years provision to ensure that children make accelerated progress to reach at least average standards by the end of Reception.
- Improve the impact of the work of leaders, managers and governors by ensuring:
 - the quality of teaching and pupils' progress is at least consistently good across the school
 - subject leaders check pupils' work thoroughly to ensure it is consistently good
 - teachers' expectations are consistently high across all subjects
 - the number of pupils who are late for school is reduced quickly
 - the number of pupils often absent is reduced to average or below average
 - information provided on the school's website meets requirements.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Until recently, there has been considerable turbulence in the leadership of the school. Absence in the senior leadership team meant that the deputy headteacher has had to lead the school for a considerable period of time. Subject leadership was underdeveloped and the school had limited capacity to improve. During this period of time, there was a large amount of flux in staffing. As a result, pupils made too little progress, standards were low and behaviour was poor.
- In a short time, the executive headteacher has transformed the climate of the school. Pupils' behaviour is much improved. Conduct around the school is orderly and pupils are generally welcoming. Staff are positive about the improvements being made and are supportive of the work of senior leaders.
- The executive headteacher and governors are aspirational for all pupils and staff. Recent changes to leadership have strengthened the school's capacity to improve. Since September, new systems for checking pupils' work, measuring the progress of pupils and checking the performance of teachers have been established. Arrangements for management of teachers' performance are thorough. Training and support are in place for teachers and, as a consequence, teaching is improving. However, teaching is not yet good as too much variability exists.
- Subject leaders have received training to check the quality of teaching and pupils' learning using a range of information. This is having a positive impact on pupils' progress, particularly in mathematics. More work is still to be done with subject leaders to ensure that they are consistently raising teachers' expectations across a range of subjects, including English.
- The curriculum has been revised in the past term to focus sharply on improving English and mathematical skills. This is supporting the improving progress pupils are making in these subjects. A wide range of subjects are studied and include visits to places of worship to supplement pupils' religious studies. Additional visits to the theatre, visits to castles and visits from poets are incorporated into the curriculum. Pupils are developing their spiritual, moral, social and cultural understanding effectively. There are good opportunities for pupils to learn about what is expected of a good citizen and to learn about life in modern Britain. Pupils vote for the school council members and this supports their understanding of democracy.
- The primary sports funding is used highly effectively and is increasing pupils' engagement in a range of sporting activities. The school participates in competitive sports such as cross country, netball, rugby and football, including girls' football. Pupils value the many sporting opportunities which take into account their interests.
- The additional government funding for disadvantaged pupils is used effectively. It is used to provide extra staffing to help these pupils to improve the progress they are making. Senior leaders check the progress of these pupils regularly and make sure that they can participate in all that the school has to offer.
- There are many opportunities for parents to participate in the life of the school as they are regularly invited to assemblies. The school offers a programme of 'family learning' which is well attended by parents. This provides good opportunities for parents to strengthen their English and mathematical skills.
- The local authority has checked the progress of the school regularly. It has provided training for governors and supported the selection of new members of the governing body. Also, it has brokered the recruitment of the executive headteacher to drive the school forward. However, since the previous inspection, its actions have not been successful in improving the overall effectiveness of the school.
- **The governance of the school**
 - Members of the governing body are carrying out their responsibilities with increasing confidence, and are now more effective. Training has supported their clear understanding of pupils' achievement in comparison to national information. Governors visit the school regularly to work closely with senior leaders to check that improvement is occurring. They have been proactive in seeking the support of the executive headteacher to improve the school.
 - Governors use their skills to check the school's budget. They have approved the use of pupil premium funding and know that attainment gaps have to close further when compared to national standards. Governors know the quality of teaching and understand the link between teachers' performance and pay. They have challenged previous underperformance of leaders and staff to ensure that pupils are now making better progress. They are asking more challenging questions to ensure that the quality of teaching and learning is improving. However, information provided through the school's website does not meet all of the expected requirements.

- The arrangements for safeguarding are effective and meet requirements. Staff are well trained and vigilant. Meticulous record-keeping, appropriate actions by staff and close links with external agencies support the most vulnerable pupils particularly well.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching is not consistently good and requires improvement as there are variations across Years 1 to 6. Recent changes made by leaders are improving teaching and, as a result, pupils' progress is improving.
- Expectations of what pupils are capable of are not consistently high across Years 1 to 6. The quality of handwriting is variable across the school and also within classes. Teachers are not making sure that pupils' handwriting is of the highest standard. Often, pupils are not expected to produce high-quality written work that shows that they are deepening their knowledge and developing high-quality writing skills.
- Work set is not sufficiently challenging for all groups of pupils, especially the most able. For example, activities in reading are too easy for children, particularly the most able, and as a result their progress in reading, although improving, is not good. When they are challenged appropriately by their work, pupils usually respond well and good attitudes to learning are exhibited.
- Pupils' work is usually checked in lessons to offer additional support or challenge. Occasionally, checking is not swift enough and incorrect work in mathematics or incorrect spellings are not picked up quickly enough; errors are repeated and the pace of learning slows. There are times when some pupils find work too easy or too hard and this is not identified swiftly enough to make sure they make good progress.
- An analysis of pupils' work showed that they have good opportunities to develop their literacy skills across a wide range of subjects. This is supporting improvements in English. The analysis showed that there are not enough opportunities for pupils to apply their mathematical skills across a range of subjects.
- The marking of pupils' work and the guidance given to them to strengthen their work follow the school's policy. Pupils are responding appropriately to the advice. There are clear signs that marking and feedback are having a positive impact on pupils' progress.
- Relationships between adults and pupils are positive. Teachers encourage pupils to show respect for others' ideas and views.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- There are too many pupils who are late for the start of the school day which indicates they do not fully understand what is required to be a good learner. Punctuality to school has improved considerably since the start of the year because of greater monitoring and checking. However, more is to be done to improve punctuality.
- Pupils are keen to be involved in the many opportunities to take part in sporting activities to keep healthy.
- Pupils appreciate the increasing number of leadership opportunities, such as membership of the school council and acting as 'playground leaders' and 'sports leaders'.
- Pupils have a good understanding of how to stay safe. They understand how to keep safe when using the internet because of the school's good work. In preparation for their move to secondary school, the school organises training for pupils to use public transport safely.
- The school's 'Nurture Group' provision helps small groups of pupils to gain the confidence to work in mainstream classes and to engage fully in the life of the school.
- Pupils have a clear understanding of what constitutes bullying and say that it is uncommon. They are confident the school deals with it quickly should it occur.
- Pupils told inspectors that they were safe in the school, well cared for and enjoyed coming to the school.

Behaviour

- The behaviour of pupils requires improvement.

- Pupils' attitudes to learning are not consistently positive. When activities do not interest them fully, they lose focus on their work and occasionally interrupt the learning of others. There are times when they do not change swiftly between activities when requested to do so and this slows the pace of learning.
- Although having reduced since the start of the year, there are still too many pupils who are often absent from school. Leaders have further work to do with parents to reduce the numbers to at least average. Those pupils frequently absent are not gaining from the improvements being made in the school.
- Overall attendance is improving. During the two days of the inspection, pupils' attendance was average.
- Pupils are well aware of how they are expected to conduct themselves around the school. The school is a calm and welcoming place and the environment is well cared for and is litter-free.
- Around school, pupils are polite, respectful and socialise well together. They are smart in their uniform.
- Pupils point out how behaviour is much improved in the school since the start of this school year.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement as the progress they have made over time has not been good enough. Some pupils have had many different teachers and this led to weak progress in the past. Leadership has resolved the staffing issue and, currently, pupils are making much better progress. However, progress across Key Stages 1 and 2 is variable and is not yet good.
- Since the previous inspection, pupils have not made enough progress in reading, writing and mathematics. Although overall progress at Key Stage 2 improved in 2015, too few pupils made more than expected progress. As a result, pupils' attainment at the end of Year 6 was well below average. Also, attainment at the end of Key Stage 1 remained well below average.
- In 2015, progress for those leaving in Year 6 improved strongly in mathematics because of improvements in leadership and the curriculum. However, too little improvement occurred in reading and writing as the curriculum did not have sufficient emphasis on the development of these skills.
- In September 2015, the new leadership team quickly assessed the impact of the curriculum and the quality of teaching on pupils' outcomes. They introduced many more opportunities for pupils to focus on writing and reading skills throughout the school. They systematically set about improving teaching and, as a result, pupils are making much better progress than in the past.
- Inspectors analysed an extensive amount of current pupils' work. They found that pupils were making much better progress than in previous years and that standards are rising in reading, writing and mathematics. Inspectors found that pupils are developing effective skills in writing and reading and improvements continue to occur in mathematics. Although quick progress has been made in a short period of time, it is clear that the most-able pupils require greater challenge to reach the highest standards at both Key Stage 1 and Key Stage 2.
- Disadvantaged pupils are making similar progress to others in the school because of the effective support they receive from additional staffing. Gaps in attainment between these pupils, others in the school and nationally are now closing.
- Pupils with special educational needs or disability are well cared for and are making similar progress to others. Their progress is improving as their needs are identified clearly by leaders and effective support is put in place to help them with their studies.
- The progress made by pupils partly depends on the amount of time they are spending in school. Although children from Traveller families are integrated well into the school, they are not making similar progress to others as they are not benefiting from the improvements being made in the school at present.
- Current pupils are well supported in their reading. There are daily sessions to improve pupils' skills in reading. For the youngest pupils, there are daily sessions to help them use letters and sounds to read. Consequently, pupils begin to read better. Inspectors listened to pupils read and found that skills are developing well. However, there is not enough challenge, particularly for the most able, in the books that they are reading for them to make strong progress. In the most recent screening check for reading at the end of Year 1, too few pupils reached the expected standards. As the teaching of reading is improving because of additional training for staff, standards are set to rise and be closer to average at the end of the year.

Early years provision

requires improvement

- Over time, early years provision requires improvement. Children's skills, particularly in reading, have not been developed well enough. Leadership and management require improvement as expectations, over time, have not been high enough to help children make good progress and attain well.
- Children enter the provision with skills that are below those found typically. By the end of Reception, too few have reached average levels of attainment because progress has not been good enough.
- Currently, teaching is good as it has been strengthened by new appointments to the early years team and children's progress is improving. Teachers' expectations are much higher than in previous years. Children are interested in the work set for them and they have good attitudes to learning.
- Better teaching and leadership's recent focus on the development of reading are helping children to make much better progress. Improvements in reading skills are supporting children's progress in other areas of learning, including writing and mathematics. However, children in Reception did not make sufficient progress in Nursery and work shows that, despite them currently making improved progress, not enough are set to reach average levels of attainment by the time they leave Reception. As a result, over time, children's outcomes require improvement.
- Disadvantaged children are making similar progress to others as the support they are given is effective in meeting their needs.
- There are too few children who have special educational needs or disability to make effective comparisons between their progress and the progress of others.
- The leader of the early years provision ensures that parents are involved appropriately in the process of assessing children's needs. Parents support the work of their children through adding comments to their child's 'learning journal' and these help staff to plan well to meet children's needs.
- Children are safe and happy because of the secure procedures that are in place in the early years provision. All adults have a positive relationship with the children in their care and contribute well to children's good personal development and welfare and good behaviour. Children work well together and listen respectfully to each other. Their spiritual, moral, social and cultural development is supported well by the work they do. Children's work shows good opportunities to develop an understanding of other cultures and faiths.
- Children are well looked after and there are secure procedures for safeguarding children.
- Children are now being better prepared to begin their work in Key Stage 1 as, this year, children are set to reach standards that are close to average.

School details

Unique reference number	107226
Local authority	Bradford
Inspection number	10002168

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Stuart Price
Executive headteacher	Gill Holland
Head of School	Amanda Robson
Telephone number	01274 664661
Website	www.fearnville.bradford.sch.uk
Email address	office@fearnville.bradford.sch.uk
Date of previous inspection	17–18 December 2013

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups, and who speak English as an additional language, is well above average. Just over half of pupils are of White British heritage. Pupils come from a wide range of ethnic groups, including Traveller families.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils with a special educational needs statement or an education, health and care plan is below average.
- The school meets the current government floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school holds a School Games award.
- Children in the early years receive part-time education in the Nursery. Children spend either a morning or afternoon in the Nursery. In Reception, they receive full-time education.
- There have been significant changes in leadership since the previous inspection. The executive headteacher was appointed from 1 September 2015 to have overall responsibility for the leadership of the school. She works in the school for two and a half days each week.
- From 1 September, the former deputy headteacher became the head of school. She has responsibility for the day-to-day management of the school.
- The executive headteacher is the headteacher of an outstanding school, Lees Primary School, Keighley.
- There have been substantial changes in staffing since the previous inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Five observations were undertaken jointly with senior leaders.
- Inspectors spoke with a group of pupils about their learning in lessons and their safety in the school. Also, inspectors spoke with pupils about learning and safety throughout the two days of the inspection.
- Inspectors listened to pupils from Years 2 and 6 reading.
- An inspector held meetings with the Chair of Governors and three other governors. Inspectors also held meetings with senior leaders, other staff and a representative of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books with senior leaders.
- Inspectors analysed 14 questionnaires completed by staff. There were no responses to the online pupil questionnaire. Inspectors evaluated 10 responses to the online questionnaire for parents (Parent View) along with a school parental questionnaire.
- Inspectors spoke to parents at the beginning and the end of the school day.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Susan Birch	Ofsted Inspector
Lynn Kenworthy	Ofsted Inspector

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